



**General Certificate of Education
June 2013**

A2 History 2041

HIS3F

Unit 3F

**Stability and War: British Monarchy and
State, 1714–1770**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2013

A2 Unit 3: The State and the People: Change and Continuity

HIS3F: Stability and War: British Monarchy and State, 1714–1770

Question 1

- 01** 'The main threat to the establishment of Whig domination in the years 1714 to 1721 came from within the Whig party.'
Assess the validity of this view. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will display a limited understanding of the demands of the question. They may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. | 1-6 |
| L2: | Answers will show some understanding of the demands of the question. They will either be primarily descriptive with few explicit links to the question or they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. | 7-15 |
| L3: | Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. | 16-25 |
| L4: | Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. | 26-37 |
| L5: | Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. | 38-45 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to identify the main threats to Whig domination of Britain between 1714 and 1721, explaining the importance of the Whig schism and balancing this against other factors.

Students may refer to some of the following material in support of the importance of the Whig schism as a threat to Whig domination:

- Walpole and Townshend, the main challengers to Stanhope, were united by family bond and, certainly in the case of Walpole, possessed the skills and finance necessary to cultivate support
- Walpole ingratiated himself with the Prince of Wales and the Leicester House connection, thus giving himself a degree of respectability and identifying himself with those who sought to oppose the ministry
- they were strong enough to cause major embarrassment to the government with the defeat of the Peerage Bill in 1719.

Nevertheless, there are a number of other factors to consider:

- initially the Tories were still a powerful force, enjoying a parliamentary majority in 1714, and still retaining 217 seats after the 1715 election. Before the 'purge' of 1716, association with the Jacobite rebellion, and the flight of Bolingbroke, they were arguably capable of regaining power from the Whigs
- the Jacobites were a serious threat in and around 1715, enjoying strong support in Scotland, and the support of many Tories and Catholics in England. Later links with Sweden and Spain demonstrated that they still possessed the capacity for major disruption
- George I was initially more inclined to be Tory, because of their support for royal rather than parliamentary authority, and his first ministry contained some Tories
- the South Sea Bubble towards the end of this period was a major threat to the Whigs, since they were widely and heavily implicated in the scheme, and arguably survived only because Walpole was reconciled to the government by this time and used his skill and influence to resolve the crisis and divert criticism.

Furthermore, students may minimise the threat of the Whig schism by pointing out:

- the threat from the Tories/Jacobites had passed its peak when the schism occurred
- the schism was not based on policies of real substance; Townshend's anti-French foreign policy, which led to his dismissal as Secretary of State in 1716, was populist but hardly sensible in the context of the time, and the Prince of Wales was hardly a credible political figure.

In conclusion, students may perceive the Whig schism as part of the carefully crafted rise of Walpole, rather than as a significant threat to the establishment of Whig hegemony. Stanhope proved an effective Secretary of State in terms of both foreign and domestic policy, and any threats faced by the regime tended to be of limited substance.

Question 2

- 02** 'Walpole's long tenure of high office was the result of his ability to secure sustained royal support.'
Assess the validity of this view with reference to the years 1721 to 1742. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to assess the extent to which Walpole's tenure of high office was due to his ability to command royal support, and balancing this against other factors contributing to Walpole's domination.

Students may refer to some of the following material in support of the importance of royal support to Walpole's tenure of power:

- the Crown was a valuable source of patronage, thus vitally important to control of Parliament
- Walpole worked hard to maintain good relations with Queen Caroline in order to win and preserve the support of George II, and the importance of the Queen's support is reflected in the diminution of Crown links after the Queen's death
- technically, it was the monarch who appointed and dismissed ministers.

Nevertheless, there are a number of other factors to consider:

- Walpole had his own sources of patronage and, in any case, the value of patronage was uncertain as placemen did not always behave as expected
- the weakness/indifference of the opposition, and the lack of an obvious opposition leader
- the relative prosperity of the nation created contentment
- the Septennial Act meant that elections were infrequent, and tended to be of diminishing importance
- Walpole enjoyed the support of Newcastle, a capable mediator and valuable source of patronage
- Walpole proved successful in securing landowning support through the avoidance of war and thus keeping a low Land Tax
- Walpole was careful to drop potentially contentious issues (e.g. Excise Bill)

Furthermore, students may challenge the importance of royal support:

- the first two Georges were more interested in Hanover than England, and the need to bear Hanoverian interests in mind at times made foreign policy difficult
- the House of Commons was increasingly aware of its own importance, and dismissive of royal influence. General elections in the later years of Queen Anne had been fiercely contested; also, George II was unable to save Walpole in 1742 and was to find difficulty in enforcing his choice of prime minister after Walpole's downfall.

In conclusion, students may contrast Walpole's attempts to cultivate and utilise royal support with a variety of other considerations. Clearly, royal support was useful if it could be obtained but, as the careers of Carteret and Pelham were later to demonstrate, far from the sole or even decisive factor.

Question 3

- 03** To what extent was British foreign policy in the years 1714 to 1748 dominated by the desire to maintain peace in Europe? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to identify the main motivations behind the conduct of foreign policy in this period, and balance the desire for peace against other policy considerations.

Students may refer to some of the following material in support of the importance of the search for peace:

- at the beginning of the period Britain was in effect without allies after the Utrecht Settlement and, in view of the establishment of a new and controversial dynasty on the British throne, it seemed desirable to end this state of affairs quickly
- the Jacobite threat – essential to isolate the Jacobites from potential European support
- peace meant less expenditure, and therefore the prospect of keeping taxes in general, and the Land Tax in particular, low.

Nevertheless, there are a number of other factors to consider:

- the interests of Hanover – George I and II both saw themselves primarily as rulers of Hanover, and any Secretary of State would need to defend Hanoverian interests in order to continue in power
- commercial considerations – English merchants sought overseas trading opportunities, and particularly wished to defend and exploit the Assiento clause of the Utrecht Settlement
- fear of France and Spain, both in Europe and the wider world, and the preservation of the balance of power in Europe.

Students should develop their responses with reference to actual incidents from the period:

- Anglo-French Alliance (1716–late 1730s) – genuine attempt to establish peaceful relations with Britain's traditional enemy. Served all the above FP objectives
- intervention in later years of Great Northern War – peace, interests of Hanover, balance of power
- Walpole's foreign policy – aimed at avoiding war in order to keep Land Tax low. Eventually forced to enter into conflict with Spain in order to defend British trading interests and keep the support of merchants.

In conclusion, students should attempt to assess the relative importance of the various factors influencing British foreign policy, probably concluding that the preservation of peace was near to the heart of all leading ministers, particularly Walpole. However, at times it was appropriate to bear in mind some of the other considerations, with commercial interests a major consideration with the influential merchant classes. Fear of France and the need to protect Hanover also significant government considerations.